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SATURDAY MORNING

The association reassembled at 9:30 for a business meeting.

The delegates to the Conference on Uniform Entrance Examinations in English presented a report through Dr. Frank A. Hill. The report was accepted as a statement of progress and the committee was continued.

CONFERENCE ON UNIFORM ENTRANCE REQUIREMENTS IN
ENGLISH

The Conference met in Philadelphia on Wednesday, December 29, 1897. There were present as delegates: from the Commission of Colleges in New England on Admission Examinations, Professors C. T. Winchester, Albert S. Cook, and L. B. R. Briggs; from the Association of Colleges and Preparatory Schools of the Middle States and Maryland, Professors Francis H. Stoddard and G. R. Carpenter, and Principal Wilson Farrand; from the New England Association of Colleges and Preparatory Schools, Dr. Frank A. Hill, Professor Mary A. Jordan, and Mr. H. G. Buehler; from the North Central Association of Teachers of English, Professor Fred N. Scott and Principal C. N. French; and from the Association of Colleges and Preparatory Schools of the Southern States, Professor J. B. Henneman.

This being an adjourned meeting of the Conference, Professor Stoddard was retained as chairman, and Professor Cook as secretary. A report having been presented by the committee appointed to consider the advisability of issuing a more detailed statement of the requirements, it was, after discussion,

Voted, that the Conference recommends:

1. That English be studied throughout the primary and secondary school courses, and, when possible, for at least three periods a week during the four years of the high-school course.
2. That the prescribed books be regarded as a basis for such wider courses of English study as the schools may arrange for themselves.
3. That, where careful instruction in idiomatic English translation is not given, supplementary work to secure an equivalent training in diction and in sentence-structure be offered throughout the high-school course.
4. That a certain amount of outside reading, chiefly of poetry, fiction biography, and history, be encouraged throughout the entire school course.
5. That definite instruction be given in the choice of words, in the structure of sentences and of paragraphs, and in the simple forms of narration description, exposition, and argument. Such instruction should begin early in the high-school course.
6. That systematic training in speaking and writing English be given throughout the entire school course. That, in the high school, subjects for

compositions be taken, partly from the prescribed books, and partly from the student's own thought and experience.

7. That each of the books prescribed for study be taught with reference to
 - a. The language, including the meaning of the words and sentences the important qualities of style, and the important allusions.
 - b. The plan of the work, *i. e.*, its structure and method.
 - c. The place of the work in literary history, the circumstances of its production, and the life of its author.

That all details be studied, not as ends in themselves, but as means to a comprehension of the whole.

A report having been presented by the committee appointed to prepare a list of books for voluntary reading in the schools, it was accepted as a report of progress, and the committee was continued.

It was voted as the sense of the Conference that, in adjourning, it be to meet again in the spring of 1899, and that if, in the meantime, occasion should arise for a special meeting, the chairman and secretary be authorized to call such meeting.

The secretary was instructed to express the thanks of the Conference to the authorities of the University of Pennsylvania and of Houston Hall for their gracious hospitality.

The Conference thereupon adjourned.

ALBERT S. COOK, *Secretary*

At the close of the business session a recess of short duration was taken. Whereupon the Chair introduced as the speaker Hon. Frank A. Hill, secretary of the Massachusetts Board of Education, whose subject was

HOW FAR THE PUBLIC HIGH SCHOOL IS A JUST CHARGE UPON THE PUBLIC TREASURY

I have been asked to answer the question, "How far is the public high school a just charge upon the public treasury?" I shall have to limit my answer to Massachusetts, although, in the nature of the case, whatever answer may satisfy Massachusetts is likely to serve, in some measure, other states as well.

Although the towns do not return their high-school expenditures in a separate statement, a fairly trustworthy approximation to the aggregate of such expenditures is attainable in several ways. If we bring together the expenditures for all school purposes, including new buildings and old, as reported in the